Impact of Video Self-Reflection

Video self-reflection has been documented in the literature as a mechansima for teaching new skills (Pianta, Mashburn, Downer, Hammer, & Justice, 2008; Jones, Li-Griing, Metzger, Smallwood, & Sardine, 2008). The purpose of the present study is to provide teachers with a mechanism for structured self-study via video observations of their teaching using the Classroom Assessment Scoring System (CLASS; Pianta & La Paro, 2007). Teachers will self-asses their teaching practice by scoring a 10-minute video of their teaching, while another observer, trained to reliability on the CLASS also scores the video. Data will be collected on a weekly basis in order to measure teacher reliability on the CLASS tool and changes in teacher behavior to determine if self-reflection will impact teacher practice.